

# Phonics at SMCS

## Welcome

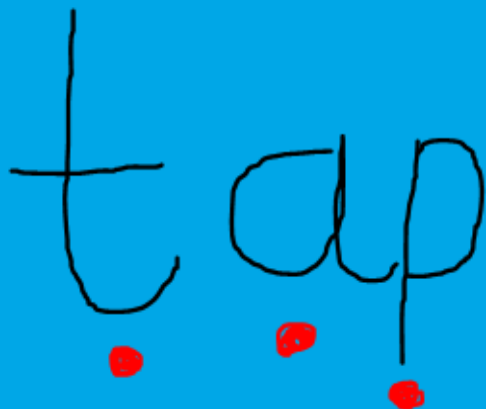
23<sup>rd</sup> November 2023



# Phonics at SMCS

- Phonics (SSP) is the way we teach early reading skills.
- We teach phonics for reading and writing.
- Phonics is taught by using the smallest 'pure' sound in a word.
- We follow the Twinkl Phonics scheme.

tap

The word 'tap' is written in a cursive, handwritten style. Below each letter (t, a, p) is a small red dot, indicating the starting point for a sound or a specific phonics instruction.

sheep

The word 'sheep' is written in a cursive, handwritten style. The letters 'sh' and 'ee' are underlined in red. A red dot is placed below the final 'p'.

# Did You Know...?

There are **26 letters** in the alphabet but there are **44 sounds** and over **100 different ways of spelling them**.

This is why English is one of the most complex languages to learn!

Whole Scheme Sound Mat

<b>a</b> a	<b>e</b> e ea	<b>i</b> i	<b>o</b> o	<b>u</b> u oo o	<b>ai</b> ai ay a_e a	<b>ee</b> ee ea e_e e	<b>igh</b> igh i ie y i_e	<b>oa</b> oa ow o_e oe o	<b>oo</b> oo ue u_e ew
<b>ar</b> ar	<b>or</b> or ore aw al au a	<b>ur</b> ur er ir	<b>ow</b> ow ou	<b>oi</b> oi oy	<b>ear</b> ear eer	<b>air</b> air are ear	<b>ure</b> ure	<b>u_e</b> u_e ue u ew	<b>b</b> b
<b>c</b> c ck k ch	<b>ch</b> ch tch	<b>d</b> d	<b>f</b> f ff ph	<b>g</b> g	<b>h</b> h	<b>j</b> j dge g ge	<b>l</b> l el ll al le il	<b>m</b> m mb	<b>n</b> n gn kn
<b>ng</b> ng	<b>p</b> p	<b>qu</b> qu	<b>r</b> r wr	<b>s</b> s ss c	<b>sh</b> sh ch	<b>t</b> t	<b>th</b> th	<b>th</b> th	<b>v</b> v
<b>w</b> w wh	<b>x</b> x	<b>y</b> y	<b>z</b> z zz s	<b>zh</b> s	<b>tion</b> tion	<b>ture</b> ture			



# Did You Know...?

Whole Scheme Sound Mat

<b>a</b> a	<b>e</b> e ea	<b>i</b> i	<b>o</b> o	<b>u</b> u oo o	<b>ai</b> ai ay a_e a	<b>ee</b> ee ea e_e e y ie ey	<b>igh</b> igh ie i i_e y	<b>oa</b> oa o_e o ow oe	<b>oo</b> oo ue u_e ew
<b>ar</b> ar	<b>or</b> or ore aw al au a	<b>ur</b> ur er ir	<b>ow</b> ow ou	<b>oi</b> oi oy	<b>ear</b> ear eer	<b>air</b> air are ear	<b>ure</b> ure	<b>u_e</b> u_e ue u ew	<b>b</b> b
<b>c</b> c ck k ch	<b>ch</b> ch tch	<b>d</b> d	<b>f</b> f ff ph	<b>g</b> g	<b>h</b> h	<b>j</b> j dge g ge	<b>l</b> l el ll al le il	<b>m</b> m mb	<b>n</b> n gn kn
<b>ng</b> ng	<b>p</b> p	<b>qu</b> qu	<b>r</b> r wr	<b>s</b> s ss c	<b>sh</b> sh ch	<b>t</b> t	<b>th</b> th	<b>th</b> th	<b>v</b> v
<b>w</b> w wh	<b>x</b> x	<b>y</b> y	<b>z</b> z zz s	<b>zh</b> s	<b>tion</b> tion	<b>ture</b> ture			

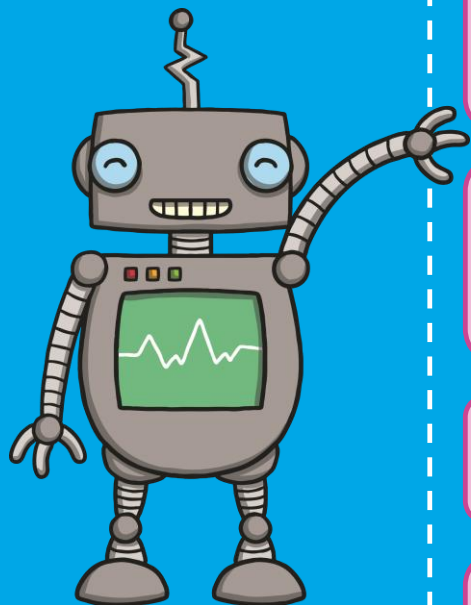
# Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

<b>Phoneme</b>	the smallest unit of sound in words
<b>Grapheme</b>	the written representation of a sound
<b>GPC (Grapheme-Phoneme Correspondence)</b>	being able to match a phoneme with the correct grapheme and vice versa
<b>Blending</b>	joining individual speech sounds together to read a word
<b>Segmenting</b>	breaking down words into individual speech sounds to spell a word
<b>Digraph</b>	two letters making one sound e.g. 'sh'
<b>Trigraph</b>	three letters making one sound e.g. 'igh'
<b>Split Digraph</b>	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
<b>Tricky/Common Exception Words</b>	words that are not fully decodable such as 'the' and 'was'
<b>Sound buttons</b>	circles or spots that can be written underneath a sound to support reading
<b>Sound bars</b>	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
<b>Mnemonic</b>	a visual prompt to help children remember a sound



# What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

# What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

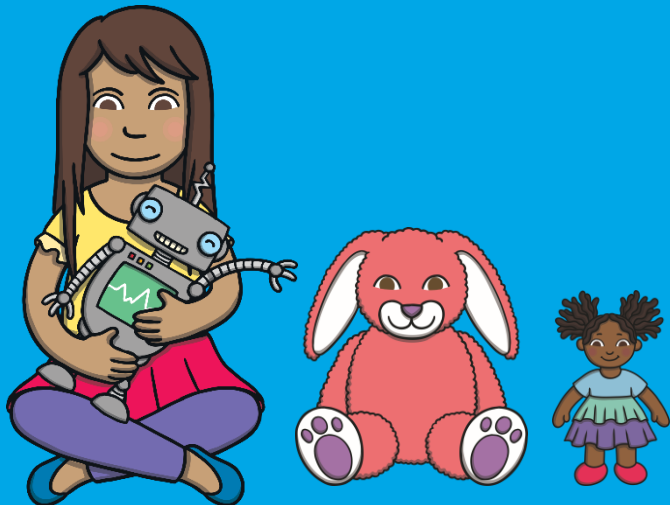
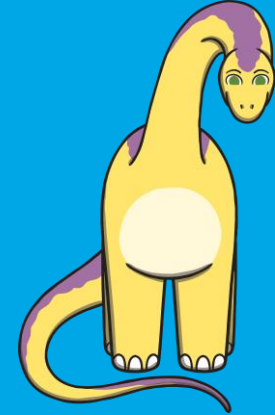
# Level 1



Level 1 is taught in  
Nursery/Preschool.

**By the end of Level 1,  
children will have had  
the opportunities to:**

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.



These learning opportunities are presented  
through 7 Aspects.



# Level 2



Level 2 is taught in Reception.

By the end of Level 2, children will have had the opportunities to:

## Level 2 Coverage


















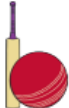


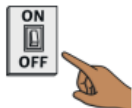



In Level 2, children will learn the first 24 GPCs (19 letters, 4 digraphs and an alternative pronunciation) and the first 5 tricky words for reading.


Teaching Week	GPCs	Tricky Words for Reading
1	s a t p	
2	i n m d	
3	g o c k	
4	c k e u r	to, the
5	h, b, f, l	no, go, l
6	ff, ll, ss, 's' saying /z/	all level 2 tricky words
7	Recap of all Level 2 sounds	all level 2 tricky words

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words such as, 'sat' and 'pat';
- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words (words that cannot be sounded out): the, to, l, no, go.



# Level 2 Graphemes

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	l 	ff 
ll 	ss 					

  
visit [twinkl.com](https://www.twinkl.com)

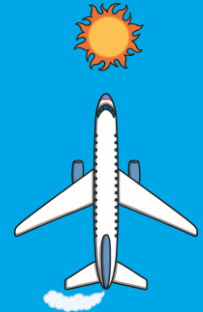
# Level 3



Level 3 is taught in Reception.

By the end of Level 3, children will have had the opportunities to:

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';
- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.



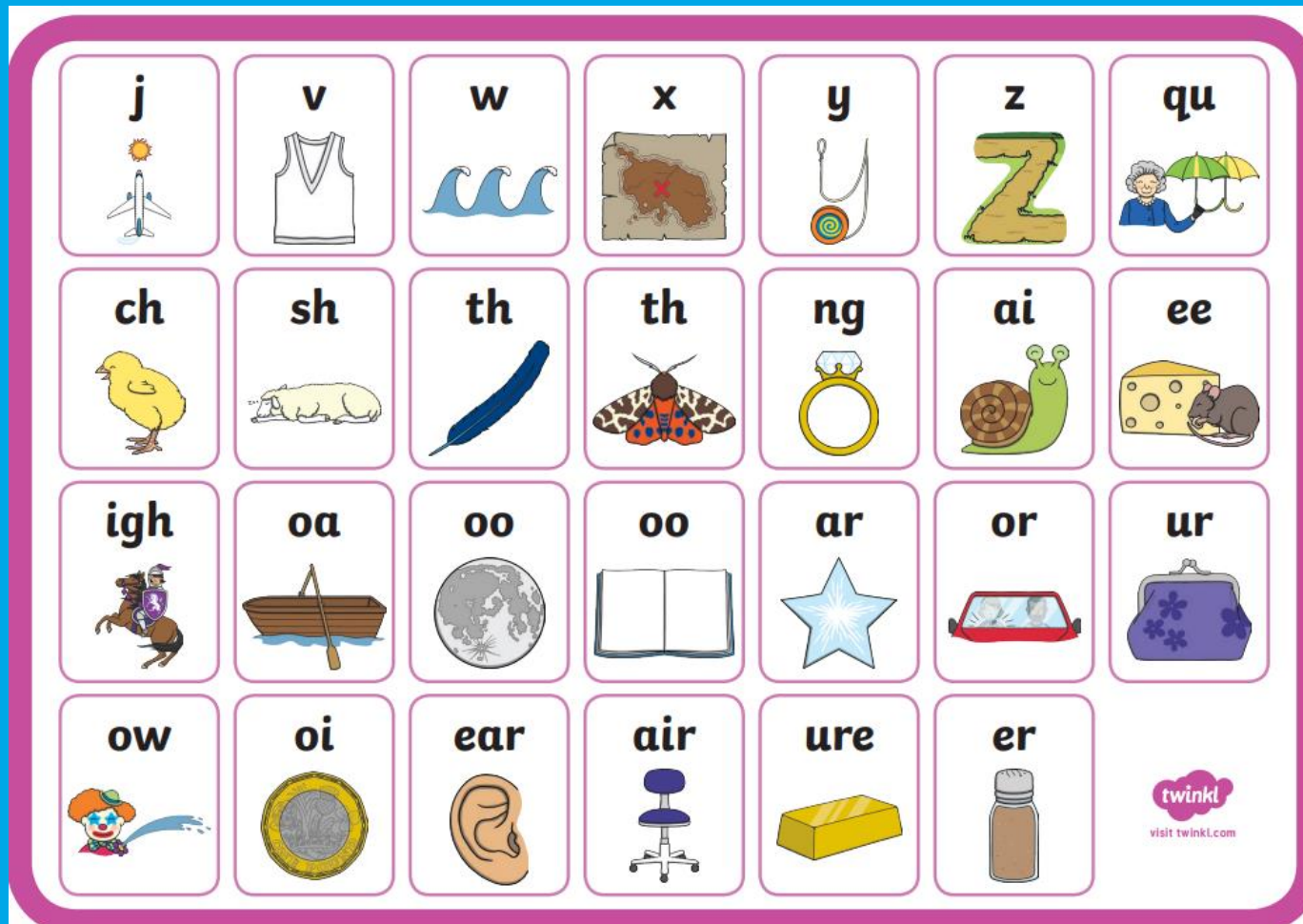
## Level 3 Coverage

In Level 3, children continue to learn 28 new GPCs (6 letters, 17 digraphs, 3 trigraphs and 2 alternative pronunciations) and 12 tricky words for reading. They also learn the spelling of the Level 2 tricky words.

Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	j, v, w, x	all level 2 tricky words	
2	y, z, zz, qu, ch	he, she	the, to
3	sh, th, th, ng	we, me, be	
4	ai, ee, igh, oa	was	no, go, I
5	oo, oo, ar, or	my	
6	ur, ow, oi, ear	you	
7	air, ure, er	they	
8	all level 3 GPCs	here	
9	all level 3 GPCs	all, are	
10	trigraphs and consonant digraphs	was, my (recap)	
11	recap j, v, w, x and vowel digraphs	we, they (recap)	
12	all level 3 GPCs	all level 3 tricky words	the, to, no, go, I



# Level 3 Actions and Mnemonics



# Level 4



Level 4 is taught in Reception.

**By the end of Level 4, children will have had the opportunities to:**

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants, such as 'sand', 'bench' and 'flight';
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation;
- orally segment words into phonemes.



## Level 4 Coverage

In Level 4, children are introduced to adjacent consonants, 14 new tricky words for reading and the Level 3 tricky words for spelling.









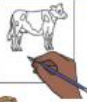







































Teaching Week	GPCs	Tricky Words for Reading	Tricky Words for Spelling
1	CVCC Words	said, so	he, be, we, she, me
2	CVCC Words	have, like, come, some	was, you
3	Adjacent Consonants	were, there, little, one	they, are, all
4	Adjacent Consonants	do, when, out, what	my, here
5	three-letter adjacent consonants	all level 4 words	all level 4 words

Use Level 4 to consolidate Level 3 sounds, especially recognising and using digraphs and trigraphs.

No new sounds are taught in Level 4.

# Level 4



<b>bl</b>  	<b>br</b>  	<b>cl</b>  	<b>cr</b>  	<b>dr</b>  	<b>fl</b>  	<b>fr</b>  	<b>gl</b>  
<b>gr</b>  	<b>sm</b>  	<b>sn</b>  	<b>pl</b>  	<b>pr</b>  	<b>sc</b>  	<b>scr</b>  	<b>shr</b>  
<b>sk</b>  	<b>sl</b>  	<b>sp</b>  	<b>st</b>  	<b>str</b>  	<b>thr</b>  	<b>tr</b>  	<b>tw</b>  

No new sounds are taught in Level 4.



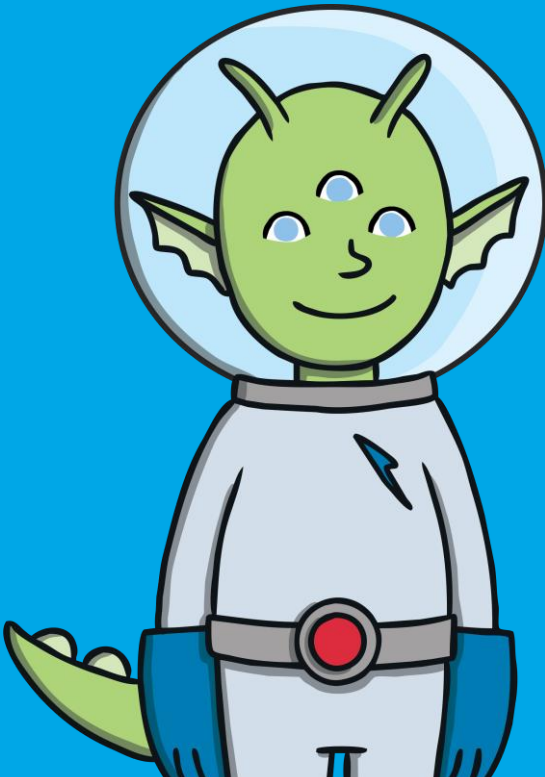
# Level 5





Level 5 is taught in Year 1.

**By the end of Level 5, children will have had the opportunities to:**

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words such as 'dolphin' and 'parachute';
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.



# Level 5 Sounds

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

The new sound is displayed within a word linked to the mnemonic for Level 5.





# Level 6



Level 6 is taught in Year 2.

**By the end of Level 6, children will have had the opportunities to:**

At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.



- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

# Level 6 Spelling Patterns

<p>y</p>  <p>fly</p>	<p>dge</p>  <p>bridge</p>	<p>ge</p>  <p>fringe</p>	<p>gn</p>  <p>gnome</p>	<p>kn</p>  <p>knife</p>
<p>wr</p>  <p>wrist</p>	<p>le</p>  <p>table</p>	<p>eer</p>  <p>deer</p>	<p>ture</p>  <p>picture</p>	<p>mb</p>  <p>thumb</p>
<p>al</p>  <p>walk</p>	<p>a</p>  <p>walnut</p>	<p>o</p>  <p>glove</p>	<p>ey</p>  <p>monkey</p>	<p>war</p>  <p>warm</p>
<p>wor</p>  <p>world</p>	<p>s</p>  <p>treasure</p>	<p>wa</p>  <p>watch</p>	<p>qua</p>  <p>squash</p>	<p>tion</p>  <p>station</p>



# Year 1 Phonics Screening Check

In June, all year 1 children are expected to complete the Year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words. (Nonsense words can also be referred to as 'pseudo' or 'alien' words)

For more information why not take a look at the [Twinkl Phonics Year 1 Screening Check Guide for Parents](#)

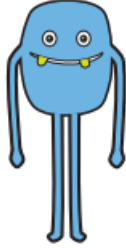
If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

Children who have not passed the check in year 1 will have the opportunity to retake it in year 2.



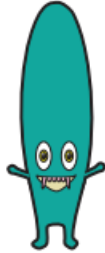
# Year 1 Phonics Screening Check

vair



globe

cloat



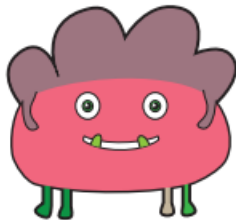
teams

tirt



bowl

whike



chase

# Tricky words and Common Exception Words

**she**

**he**

**said**

**so**

**we**

**me**

**have**

**like**

**be**

**was**

**come**

**some**

# Reading Books

- Our reading books follow the Twinkl scheme and are matched to the sounds we teach in order.
- The books are matched to the child's ability.
- The books won't have any unfamiliar graphemes or words that the child hasn't seen.

# How You Can Help Your Child at Home

Work on listening skills, taking turns and encouraging your child to look at you when you are speaking.

Practise segmenting and blending words.

Look for familiar sounds and words in the world around you. Such as, when in the supermarket, can your child find words on your shopping list or recognise letters on food packaging?

When outside, can they recognise letters on street names or on car number plates?

When in the house, can they recognise letters or words in magazines or letters you receive?





# How You Can Help Your Child at Home

Practise the new sounds and graphemes your child brings home in their reading book. Remember to use 'pure' sounds when pronouncing the sounds and model the correct letter formation as is taught in school.














Support your child to complete any homework they bring home.

Read to and with your child **every day**.

Finally, remember to ask your child's class teacher if you are unsure about any aspect of your child's phonics learning. A consistent approach is important.

**Before Reading**  


**Say the sounds.**  
If your child needs help, point to the picture and read the word to them.


<b>v</b>  vest	<b>y</b>  yo-yo	<b>z</b>  zigzag	<b>sh</b>  sheep	<b>ng</b>  ring
<b>or</b>  horn	<b>ee</b>  cheese	<b>er</b>  pepper	<b>air</b>  chair	
<b>th</b>  moth	<b>th</b>  feather	<b>oo</b>  moon	<b>oo</b>  book	

**Read the focus words.**  
The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

corn	fair
peppers	dishes
rushes	cookbook

**Read the tricky words.**  
Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

are	here	we
all	you	





# Any Questions?





Effective Phonics, Done Simply